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ABSTRACT

A model framework for course materials construction is presented as an aid to Coast Guard course writers and coordinators, curriculum developers, and instructors who must modify a course or draft a new one. The model assumes that the instructor or other designated person has: (1) completed a task analysis which identifies the competencies, skills or behaviors which then become the terminal objectives of the course, and (2) developed a curriculum outline based upon these terminal objectives. The framework consists of an instructor's guide and a student's guide. Specific items which must be included in each of these guides are outlined using an existing course manual as an illustrative example. The instructor's guide lists approximately 20 items for inclusion such as forward, course scope, class schedule, pre- and post-tests, references and handouts. Information is also provided on how the guides should be written in terms of format, type spacing, and lettering and numbering. (DC)

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A MODEL FRAMEWORK

FOR
COURSE MATERIALS CONSTRUCTION

(THIRD EDITION)

(WORD PROCESSER DOCUMENT NUMBER 0028s)

U.S. DEPARTMENT OF EDUCATION
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Richard M. Schlenker

Training Division

United States Coast Guard, Reserve Training Center

Yorktown, Virginia 23690

JUNE 1981

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FOREWARD

Before we deal with the Model Framework for Course Materials Construction we must discuss the assumptions that two antecendents to actual materials construction have been completed. Those assumptions are that prior to application of the model presented herein users have; (1) conducted a task analysis and; (2) developed the curriculum outline addressed in the current Commandant Instruction 1550.8 (Management of Training Course Curricula and Resources).

The task analysis is the focus around which and the point of departure from which the Curriculum Outline is designed. It is a process conducted to identify behaviors people must manifest if they are to function successfully on a day to day basis in their jobs, go on to study more complex or advanced subjects, and so on. The behaviors must be at measurable levels of competence within specified academic of vocational fields. Within the Coast Guard structure, a task analysis could perhaps be directed toward a specific rating and spcific rates within the rating. It, for example, might center around the expertise Petty Officer First Class and Chief Petty Officers of the Yeoman rating must demonstrate if they are to successfully complete their daily work assignments. In another example, a task analysis might be directed toward the business of reserve unit command.

Subjects like Reserve Unit Command are by nature, general. They involve not a single rank, rate or rating but rather a host of competencies which cross academic and vocational subject area boundaries as well as seniority levels. The process by which task analyses are conducted in these cases and their intended goals are identical to that of the former example; an identification of competencies.

Competencies, skills or behaviors (sometimes called a task list) identified as a result of a task analysis become the focal points of course development. When completed, an analysis produces terminal behaviors students should manifest upon successful completion of formal courses developed around the area investigated during the task analysis. These competencies, skills and behaviors become terminal objectives (see Appendix A) of the formal course.

Once the task analysis is complete, a curriculum outline is developed. The process includes several steps. The first is to group the terminal objectives and sequence them in logical order. The groups become terminal objectives around which units of instruction are developed. The sequence of order is the order of their presentation in a course. The next step is the design of enabling objectives (see Appendix A).

Enabling objectives are derived from terminal objectives. They describe in measurable terms learning experiences in a unit of instruction. They represent competencies students must manifest if they have mastered the terminal objective or objectives to a minimum level. They are also manifestations of terminal objective behavior. In this regard, there may be a large set of behaviors reflecting mastery of a terminal objective and therefore a large number of enabling objectives. When considered in this vain, it is not always possible to consider all enabling objectives in one unit of instruction. The remainder of the course curriculum development revolves around the enabling objectives.

Additional parts of the cirriculum outline at a minimum are; (1) curriculum outline cover sheet; (2) table of contents; (3) course mission; (4) course scope; (5) course time summary; (6) appendices. The appendices probably include but are not limited to a list of required texts, publications and other references; a list of student

handouts; a list of student assignments; a list of training aids, devices and equipment and; an indication of facility space requirements for successful course conduct. Additional information and a model curriculum outline are provided in the example shown below and in the Commandant Instruction cited above. The relationship between numbering orders and sequences in a Curriculum Outline and those used in an Instructor's guide and its companion Student's guide is presented in Section III, Writing Instructions.

Example:

Although the Title Page and Table of Contents have been compressed here, each should be on a single page.

CIRRICULUM OUTLINE

FOR

INSTRUCTOR TRAINING COURSE

INSTRUCTOR TRAINING SCHOOL

2 WEEK 3.5 DAYS

CLASSIFICATION: UNCLASSIFIED

DEVELOPED BY

U.S.COAST GUARD TRAINING CENTER

GOVERNORS ISLAND, NEW YORK

****

ANNUAL REVIEW MONTH - JUNE

REVIEWED AND APPROVED AT

U.S. COAST GUARD HEADQUATERS

WASHINGTON, D.C.

SUBMITTED: _____ _____

DATE USCG TRACEN, N.Y.

REVIEWED: _____ _____

DATE PROGRAM MANAGER

APPROVED: _____ _____

DATE TRAINING MANAGER

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MISSION: The mission of the Instructor Training School is to train Coast Guard personnel to perform standardized classroom instruction in accordance with the Coast Guard Training Manual.

SCOPE: - This course is designed for officer and enlisted personnel who are assigned to major training centers where they will be required to perform the duties of a classroom instructor. The training will consist of classroom lectures and practical exercises in the development, implementation, and evaluation of subject matter and classroom instructional technique. Satisfactory completion of this course meets the criteria for assignment of the JC qualification code.

TERMINAL PERFORMANCE SKILL AND KNOWLEDGE OBJECTIVES: Upon completion of this course the trainee will be able to:

Unit: 1.0 Instructional Systems Development

1.1 IDENTIFY the relationship and responsibilities of Headquarters and the Training Source to the Instructional Systems Development (ISD) model, as outlined in the Coast Guard Training Manual.

Unit: 2.0 Training Analysis

2.1 Given a training Analysis format, and access to task and knowledge information, COMPLETE an analysis of an activity, to include: task, procedural steps, performance, conditions, standards, and the knowledge required, in accordance with Developing Vocational Instruction by Mager and Coast Guard Training Manual.

Unit: 3.0 Instructional Objectives

3.1 WRITE instructional objectives to support performance tasks in accordance with the Coast Guard Training Manual and Preparing Instructional Objectives (2nd ed.) by Mager.

3.2 Given task information and a curriculum outline, SELECT the relevant instructional objectives that support those tasks in accordance with the Coast Guard Training Manual..

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Unit 16.0 Learning Problems

16.1 IMPLEMENT techniques to compensate for Learning Problems encounter in the classroom environment, as outlined in Psychoklogy Applied to Teaching (2md ed.) by Biehler, The Supervisor and on the Job Training by Bradwell, the Theachers Survival Guide by Gray, Effective Training: A Guide for Instructors (1968), Instructor Training (NAVPERS 92050), and Manual for Navy Instructors (NAVPERS 16103-C).

TIME SUMMARY

1. ADMINISTRATION	HOURS
A. IN PROCESSING	1.0
B. CO TIME	0.1
C. OUT PROCESSING	1.0
TOTAL:	2.0

2. SCHOOL/COURSE INDOCTRINATION: TOTAL: 2.9

3.TRAINING:

TPSKO NUMBER	CM	D	L	PE	ER	TOTAL
1.1	.37		1.0		.38	1.75
2.1	.37		2.0	3.0	.38	5.75
3.1	.37		3.0	2.4	.38	6.15
16.1	1.0		1.0	.6	.38	2.98
TOTALS	7.55	5.20	38.40	39.40	10.26	100.81

4. COURSE LENGTH DETERMINATION:

100.8 + 2.9 = 103.7

(indoctrination hours + training hours)

$\frac{103.7}{37.5}$ = 3 weeks

$\frac{\text{(indoctrination hours + training hours)}}{\text{number of training hours/week}}$ = number of weeks

ENABLING OBJECTIVES

Unit: 1.0 Instructional Systems Development

Terminal Performance Skill and Knowledge Objectives: When the student completes this unit, he will be able to:

1.1 IDENTIFY the relationship and responsibilities of Headquarters and the Training Source to the Instructional Systems Development model as outlined in the Coast Guard Training Manual.

Enabling Objectives :

1.1.1 DESCRIBE the five component parts of the ISD model in accordance with the Coast Guard Training Manual.

1.1.2 DESCRIBE the responsibilities of Headquarters to the ISD model in accordance with the Coast Guard Training Manual.

1.1.3 DESCRIBE the responsibilities of the Training Source to the ISD Model in accordance with the Coast Guard Training Manual.

Unit: 2.0 Training Analysis

Terminal Performance Skill and Knowledge Objectives: When the student completes
this unit, he will be able to:

2.1 Given a Training Analysis format, and access to task and knowledge information
COMPLETE an analysis of an activity to include; tasks, procedural steps, performance, conditions, standards, and the knowledge required, in accordance with Developing Vocational Instruction by Mager; and the Coast Guard Training Manual.

Enabling Objectives:

2.1.1 DEFINE the terms: Training Analyis and Job Task Analysis in accordance with Developing Vocational Instruction by Mager; and the Coast Guard kTraining Manual.

2.1.2 EXPLAIN the importance of a Training Analysis to the ISD model, and when-where-by-whom this type of analysis should be conducted in acordance with the Coast Guard Training Manual.

2.1.3 EXPLALN the purpose for conducting a Training Analysis in the terms of "Why, What, How, How well: a Task/Behavior is done, in accordance with Coast Guard Training Manual.

2.1.4 EXPLAIN why there are two levels of the Training Analysis (listin and detailing), in accordance with Developing Vacational Instruction by Mager, Instructional Analysis and Materials Development by Bartel 1976 and the Coast Guard Training Manual.

2.1.5 DRAW (freehand) examples of the forms used to conduct the "task listing" and "task detailing steps of Training Analysis in accordance with Developing Vocational Instruction, by Mager and Instructional Analysis and Materials Development by Bartel 1976.

2.1.6 Given a blank "Task Listing Sheet" (TLS) form LIST the various terms used in each column, in accordance with Developing Vaocational Instruction by Mager..

2.1.8 Given a "Task Detailing Sheet" (TDS) from, DEFINE THE FIVE TERMS THAT ARE USED IN THE Type of Performance column, in accordance with Developing Vocational Instruction, by Mager.

2.1.9 Given the five terms used in the Performance column of the TDS form, EXPLAIN if each term is mostly describing a behavior/skill or a type of knowledge needed to support the performance of a skill, in accordance with Developing Vocational Instruction by Mager.

2.1.10 Given a common activity (such as changing a tire), and using the TLS form, LIST the tasks required to perform that activity in accordance with Developing Vocational Instruction by Mager.

2.1.11 Using a list of tasks required to perform a common activity, and a TDS form, SELECT at least two tasks to be "detailed" down inot the steps needed to perform each task in accordance with Developing Vacational Instruction by Mager.

2.1.12 DEFINE the terms: performance, conditions, and standards in accordance with Preparing Instructional Objectives by Mager and the Coast Guard Training Manual.

2.1.13 EXPLAIN how the following short questions: WHAT? ,WHY?, HOW?, & HOW WELL? relate to the terms: Performance, Conditions, and Standards in accordance with Preparing Instructional Objectives by Mager and the Coast Guard Training Manual

APPENDIX A

LIST OF REQUIRED EQUIPMENT AND TRAINING AIDS

Podium
Chalkboard
Magna-Slik Board
Rear-Screen Projection System
Closed Circuit VTR System (Camera, Video Tape Recorder, Monitor, etc.)
16mm Movie Projector
35mm Slide Projector w/Dissolve Unit
Overhead Projector
Opaque Projector
Therma-Fax Transparency Maker
Movie Screen
Utility Carts (2)
Instructor's Easel w/Large Newsprint Pads (2--3)

APPENDIX B

FACILITILES/SPACE REQUIREMENTS

Two Classrooms:

625 sq. ft. (each)

Two Offices:

125 sq.ft. and 495 sq. ft.....respectfully

Training Aids Workshop:

720 sq. ft.

Dark Room:

170 sq. ft.

Storeroom:

232 sq. ft.

Student Lounge:

350 sq.ft.

(4) Number of Instructors required for a single course offering: 0.25

(5) Number of Supervisors required for a single course offering: 0.03

APPENDIX C

TEXTS AND OTHER REFERENCES

Printed Material:

1. Air Force Manual (AFP 50-58): "Handbook for the Design of Instructional Systems".

2. Air Force Manual (AFP 50-62): "Principles and Techniques of Instruction".

3. ASTD: "Evaluating Training Programs", Compilled by KIRK, 1975.

4. Aversano, Developing and Using Tests, U.S.Army Training and Doucument Command. 1979.

Sound/Slide Programs:

1. "Effective Speaking", filmstrip series, produced by Resources for Education and Management, Inc., for Addison-Wesley Publishing Company 1971. (Consists of six sets of 35mm slides and audio cassettes. A Leader Guide is also included).

2. "The Supervisor as a Classroom Instructor", fimstrip series, Produced by Resources for Education and Management, Inc., for Addison-Wesley Publishing Company, 1970. (Series is based on the text: The Supervisor as a Classroom Instructor by Martin BROADWELL. It consists of six sets of 35mm slides and audio cassettes, pluse a Leader's Guide.)

16mm Motion Pictures:

1. "Meet Your Parent, Adult, Child (A film about Transactional Analysis)". BFA Educational Media, film #1610.

2. "Nonverbal Communications", U.S. Navy Training Film #KN11453.

3. "Productivity and The Self-Fulfilling Prophecy: The Pygmalion Effect a CRM Film (McGraw-Hill #106679-9).

4. "The Power of Listening", a CRM Film (McGraw-Hill #106695-0).

5. "The Power of Positive Reinforcement", a CRM Film (McGraw-Hill #106696-0).

6. "Transactional Analysis", a CRM Film (McGraw-Hill #106678-0).

APPENDIX D

LIST OF STUDENT HANDOUTS

LESSON	HANDOUT NUMBER	TITLE
1.0	2-1	Course Pretest
2.0	4-1	Social and Personnel Correspondence
4.0	6-1	Overview of Benefits Available to Coast Guard Personnel
6.0	6-2	Benefits and Entitlements for Members of the Reserves
7.0	7-1	A List of Publications Containing Educational Information
10.0	10-1	Ordering Directions for Directives, Publications, Reports and Forms.
11.0	11-1	Material Identification
11.0	11-2	Ordering Supplies from GSA
12.0	12-1	Leadership Models
12.0	12-2	Leadership Oriented Definitions
13.0	13-1	Management Overview
15.0	15-1	Teaching Learning Process
15.0	15-2	Taxonomies of the Cognative, Objectives and Psychomotor Domains
15.0	15-3	Maslows Need Theory
15.0	15-4	The Most Common Weaknesses of Instructors and Hints for Effective Teaching
16.0	16-1	Sample Lesson Plan
16.0	16-2	Example Lesson Plan
17.0	17-1	Illustrative Behavioral Terms Used in Stating Learning Outcomes
18.0	18-1	Steps in Planning a Test
18.0	18-2	Writing Objective Test Items
19.0	19-1	Some Tips About Teaching Aids
20.0	20-1	Lesson Topics
21.0	21-1	Recording and Transcribing Performance Standards
21.0	21-2	Recording Material
22.0	22-1	Some Factors to Consider When Developing Training Programs
23.0	23-1	Recording Material 2
24.0	24-1	A Guide for Evaluation of Instruction
24.0	24-2	Self Evaluation Test for Instructors
25.0	25-1	Recording Material 3
26.0	26-1	References Exercise
27.0	27-1	Recording Material 4
27.0	27-2	Final Dictation and Transcription Performance Test
29.0	29-1	Course Post Test
31.0	31-1	Student Evaluation of Course and Instructor

APPENDIX E

LIST OF ASSIGNMENTS

This list includes all assignments students are required to do during their tenure in the Yeoman Advanced Course. They are listed by:

LESSON	TITLE
3.0	Classified Material
4.0	Social Correspondence
5.0	Officer Personnel Administration
6.0	Benefits
7.0	Officer Education Programs
8.0	Classified Correspondence
9.0	Special and General Court-Martials
10.0	Forms and Directives Management
11.0	Supplies and Equipment Procurement
12.0	Basic Leadership
13.0	Office Management
14.0	Personnel Management Information System
16.0	Drafting Lesson Plans
17.0	Behavioral Objectives
18.0	Test Methods and Practices
19.0	Teaching Aids
20.0	Lesson Planning
22.0	Clerical Training Programs
26.0	Review of Basic Subjects
28.0	Practical Exercises

I. OVERVIEW

The model presented in the following pages was developed to provide guidance for those who must upgrade, update, otherwise modify or draft course materials in the original. It is intended for use by Coast Guard course writers, curriculum developers, course coordinators and instructors as a decision support system. The framework provides an overview of materials, essential course areas and instructor and student oriented topics cogent to class-to-class and day-to-day course conduct. Course materials developed to fit this framework provide a coherent and logical system easily followed by instructors even though they may not have taught a specific course for some time. Such construction cuts substantially the time instructors must invest in course mechanics prior to teaching a course.

The model is intended to be used as an extension of the Interservices Procedures for Instructional Systems Development (ISD) curriculum design model. It (Chief, Naval Education and Training, 1975,1978), translates that model into materials useable by classroom teachers and students. Although it is intended for use in a service school environment the model has been field tested extensively, in post secondary educational settings. When field tested, section (15), List of Qualifications for Advancement Covered was omitted because it lacked relevance.

A. System Construction. The system, whether we discuss introductory or advanced courses, consists of companion volumes; an Instructor's Guide and a Student's Guide. Each is put together before a course is offered and each is bound whenever possible.

B. System Integration. The system is integrated in two ways; horizontally and vertically.

1. Horizontal Integration. There are two guides for each course regardless of whether the course is at the beginning or the advanced level. All of the material included in the Student's Guide is also included without alteration in the Instructor's Guide's. The converse is not the case.

2. Vertical Integration. Vertical integration exists only where there are introductory and advanced courses dealing with the same subject. Students who enroll in the advanced course are assumed competent (at the minimum level expected of students successfully completing the basic course) with subjects covered in the basic course. While some time at advanced levels may be devoted to reviewing basic subjects, advanced courses are not intended to be regurgatations of basic material presented at a later date. Review subjects when presented are related directly to those presented earlier.

II. GUIDES

A. Introduction. As mentioned above, there are two guides for each course. An Instructor's Guide and a Student's Guide. If the materials are to be used as intended and a course taught in the same manner, both guides must be used whenever a course is offered.

B. Types.

1. Instructor's.

a. Introduction. An Instructor's Guide includes series of documents at collectively outline and or describe every aspect germaine in a course of instruction. The document serves as the instructor's primary teaching aid.

All information related to the activities and materials intended to facilitate student achievement during the instruction are outlined in the guide. This includes such things as information about utilization of teaching aids, instructional materials, required equipment, teaching techniques and methods and exercises that collectively enhance the learning process.

b. Sections.

(1) Title Page. The title page is the first page of the guide. It includes six types of information; (1) the name of the guide, (2) the Word Processor Document Number (3)the author's, editor's or compiler's name; (4) the name of the author's institution; (5) the institution's address and; (6) the date the guide was prepared. An example of such a page follows.

Example:

INSTRUCTOR'S GUIDE FOR THE INSTRUCTOR TRAINING COURSE

(FIRST EDITION)

(WORD PROCESSOR DOCUMENT NUMBER 0028s)

BY

Alexander Hamilton
Training Division
United States Coast Guard Reserve Training Center
Yorktown, Virginia 23690
January 1981

(2) Table of Contents. The Table of Contents follows the title page. It lists by page number all major subject matter divisions within the guide. The table in this document may be used for reference purposes. Instructor's Guides should contain the sections shown there and their order of inclusion in a guide should be that shown.

(3) Forward. The Forward contains a course overview. It includes such information as course length and type of learning system. In short, any information which helps provide instructors with a well rounded picture of the course is included here.

(4) Course Scope. This section lists the subjects areas covered by the course.

Example:

COURSE SCOPE

The course takes students into the areas listed below. The subjects are listed in the sequence they are presented in the Class Schedule. The time required for each subject is listed in periods; a period is equivlent to 50 minutes.

LESSON NUMBER	SUBJECT	PERIODS REQUIRED
1.0	Course Introduction	1
2.0	Course Pretest	1
3.0	Introduction to Classified Material	2
4.0	Introduction to Business and Social Correspondence	1
5.0	Officer Personnel Administration	1
6.0	Benefits Available to Coast Guard Personnel	2
7.0	Introduction to Officer Education Procedures	2
8.0	Introduction to Classified Correspondence	2
9.0	Introduction to Special and General Court-Martials	4
10.0	Forms and Directives Management	2
11.0	Procurement of Supplies and Equipment	2
12.0	Basic Leadership Concepts	4
13.0	Office Management Concepts and Techniques	4
14.0	Using the Personnel Management Information System and the Joint Uniform Military Pay System	3
15.0	Introduction to the Teaching-Learning Process	1
16.0	Introduction to Lesson Planning	1
17.0	Introduction to Writing Behavioral Objectives	2
18.0	Introduction to Test Methods and Practices	2
19.0	Use of Aids Teaching	2
20.0	Planning A 20 Minute Lesson	2
21.0	Dictation and Transcription	2
22.0	Development of Clerical Training Programs	2
23.0	Dictation and Transcription	2
24.0	Twenty Minute Student Presentations	8
25.0	Dictation and Transcription	2
26.0	Review of Yeoman Basic Subjects	2
27.0	Dictation and Transcription	2
28.0	Conducting Practical Exercises in the Yeoman Field	8
29.0	Course Post Test	1
30.0	Course Post Test Review	1
31.0	Course Critique	1

(5) General References. General references are all of the references from whence course materials, background information and the like were drawn. This section is divided into by subsections. One subsection includes Coast Guard numbered publications, directives and instructions. The seconds includes text books. An outline of this section is shown below.

Example:

General References

I. Coast Guard Publications

A. Numbered Documents (eg. CG-000)
B. Commandants Instructions

II. Text Books

(6) Class Schedule. The class schedule divides the course by days of the week and hours of each day. It identifies the subject covered during each hour of each day the a course is in session. An example is shown below.

Example:

YEOMAN ADVANCED CLASS SCHEDULE

EEK NE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
800 850	COURSE INTRODUCTION	OFFICER EDUCATION PROGRAMS	FORMS AND DIRECTIVES MANAGEMENT	OFFICE MANAGEMENT CONCEPTS TECHNIQUES	PERSONNEL INSPECTION
900 950	COURSE PRETEST	OFFICER EDUCATION PROGRAMS	FORMS AND DIRECTIVES MANAGEMENT	OFFICE MANAGEMENT CONCEPTS & TECHNIQUES	INTRODUCTION TO LESSON PLANNING
000 050	INTRODUCTION TO CLASSIFIED MATERIAL	INTRODUCTION TO CLASSIFIED CORRESPONDENCE	PROCUREMENT OF SUPPLYS & EQUIPMENT	OFFICE MANAGEMENT CONCEPTS & TECHNIQUES	INTRODUCTION TO WRITING BEHAVIORAL OBJECTIVES
NTRODUCTION 100 150	TO CLASSIFIED MATERIAL	INTRODUCTION TO CLASSIFIED CORRESPONDENCE	PROCUREMENT OF SUPPLIES & EQUIPMENT	OFFICE MANAGEMENT CONCEPTS & TECHNIQUES	INTRODUCTION TO WRITING BEHAVIORAL OBJECTIVES
			LUNCH		
300 350	BUSINESS AND SOCIAL CORRESPONDENCE	INTRODUCTION TO SPECIAL & GENERAL COURSES	BASIC LEADERSHIP CONCEPTS	USING PMIS & JUMPS	INTRODUCTION TO TEST METHODS & PRACTICES
400 450	OFFICER PERSONNEL ADMINISTRATION	INTRODUCTION TO SPECIAL & GENERAL COURTS	BASIC LEADERSHIP CONCEPTS	USING PMIS & JUMPS	INTRODUCTION TO TEST METHODS & PRACTICES
500 550	BENEFITS	INTRODUCTION TO SPECIAL & GENERAL COURTS	BASIC LEADERSHIP CONCEPTS	USING PMIS & JUMPS	USE OF TEACHING AIDS
600 650	BENEFITS	INTRODUCTION TO SPECIAL & GENERAL	BASIC LEADERSHIP CONCEPTS	INTRODUCTION TO THE TEACHING LEARNING PROCESS	USE OF TEACHING AIDS

YEOMAN ADVANCED CLASS SCHEDULE

K	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0 0	DRAFTING 20 MINUTE LESSON PLAN	20 MINUTE STUDENT PRESENTATIONS	DICTATION/ TRANSCRIPTION	PRACTICAL EXERCISES	COURSE CRITIQUE GRADUATION PAY
0 0	DRAFTING 20 MINUTE LESSON PLAN	20 MINUTE STUDENT PRESENTATIONS	DICTATION/ TRANSCRIPTION	PRACTICAL EXERCISES	COURSE CRITIQUE GRADUATION PAY
0 0	DICTATION/ TRANSCRIPTION	20 MINUTE STUDENT PRESENTATIONS	REVIEW OF YN BASIC SUBJECTS	PRACTICAL EXERCISES	COURSE CRITIQUE GRADUATION PAY
0 0	DICTATION/ TRANSCRIPTION	20 MINUTE STUDENT PRESENTATIONS	REVIEW OF YN BASIC SUBJECTS	PRACTICAL EXERCISES	COURSE CRITIQUE GRADUATION PAY
			LUNCH		
0 0	CLERICAL TRAINING PROGRAMS	20 MINUTE STUDENT PRESENTATIONS	DICTATION/ TRANSCRIPTION	PRACTICAL EXERCISES	
0 0	CLERICAL TRAINING PROGRAMS	20 MINUTE STUDENT PRESENTATIONS	DICTATION/ TRANSCRIPTION	PRACTICAL EXERCISES	
0 0	DICTATION/ TRANSCRIPTION	20 MINUTE STUDENT PRESENTATIONS	PRACTICAL EXERCISES	COURSE POST TEST	
0 0	DICTATION/ TRANSCRIPTION	20 MINUTE STUDENT PRESENTATIONS	PRACTICAL EXERCISES	POST TEST REVIEW	

(7) Course Time Allocations. The amount of clalss time spent on each subject is listed in this section.

Example:

COURSE TIME ALLOCATIONS

The following the course is broken down in the following list by total numbers of minutes spent on each subject (assume 50 minutes is equivalent to one class period).

	SUBJECT	MINUTES
1.	Course Introduction and Conclusion	250
2.	Testing	150
3.	Classified Matters	200
4.	Correspondence	50
5.	Officer Personnel Administration	50
6.	Benefits	100
7.	Officer Education	100
8.	Court-Martials	200
9.	Forms Management	100
10.	Logistics	100
11.	Leadership	200
12.	Office Management	200
13.	Personnel Management Information System	150
14.	Instructor Training	900
15.	Dictation and Transcription	400
16.	Educational Program Development	100
17.	Review of Basic Subjects	100
18.	Practical Exercises	400
	TOTAL	3,750

(8) Course Behavioral Objectives. This is a list of behaviors students should be able to demonstrate as a result of having taken the course. They identify terminal behaviors. The objectives listed by lesson or unit number and then by the sequential order in which they are covered in a lesson. The example shown below includes both Terminal and Behavioral Objectives. (Also see the discussion about numbering under III Writing Instructions).

Example:

3.1 CREATE instructional student centered objectives

3.1.1 DEFINE the three parts (performance, conditions, criteria) of an instructional objective.

3.1.1 WRITE a complete instructional objective to cover a specific situation.

(9) Course Pretest. Pretests are instruments administered at the beginning of courses to ascertain entering behaviors (competency levels) of students; that is, how competent they are with the subjects covered in the course. They are designed around course behavioral objectives. Pretest results are used not only as diagnostic devises, but as a method of determining if, when and how instruction should be altered. If students demonstrate a high level of facility with certain subjects, then the instructional level in those areas should be high. The converse is of course is true when students demonstrate little or no competence in an area.

Example

PRE-TEST

TERMINAL OBJECTIVE NUMBER	ITEM NUMBER	
3-1.	3.1.1.1	Show the proper method of indicating that Commandant Instruction 3500 is secret_____
	3.1.1.2.	Paragraph 1 of an instruction is confidential. How should it be marked?_____
	3.1.2.1.	In what publication would you expect to find guidance for the preparation of a classified instruction? _____
	3.1.2.2.	What are the security classifications that may be used on correspondence?_____
	3.1.3.1.	Classified information may be transmitted by _____

a Armed Forces Courier
b. In a State Department Pouch
c. By specifically approved telecommunications
d. All of the above
e. Only a and c are correct

3.2	3.2.1.1.	Where may material classified as secret be stored? _____
	3.2.1.2.	Guidance for safeguarding classified material may be found in (name the publication)_____.
	3.2.1.2.	Classifed material custodians must _____

a. Change open-closed sign each time a classified document is removed
b. Sign CG-4781 each time a classified document if used
c. Keep secure document storage areas locked at all times
d. None of the above

3.3	3.3.1.1.	Top secret material may be destroyed by_____

a. Burning only
b. Shredding and then burning only
c. Any approved means
d. Tearing, shredding and then burning

PRE-TEST CORRECTION GUIDE

RMINAL JECTIVE MBER	NUMBER	ANSWER
1	3.1.1.1	(S) 3500
	3.1.1.2.	(c) paragraph
	3.1.2.1	Commandant Instruction M 5215.6
	3.1.2.2	Secret, Confidential
	3.1.3.1	d
2	3.2.1.1	GSA approved containers, areas where entry cannot be gained
	3.2.1.2	Security Manual
	3.2.2.1	d
3	3.3.1..1	c

(11) Course Post Test. The post test is an instrument administered at the end of the course. It is much like the pretest in the sense that it is intended to determine students' mastery of the course objectives. The results are also often compared with pretest results to determine the amount of learning gain that has taken place within a student or the entire class. The results are not used to grades.

Example:

POST TEST

TERMINAL OBJECTIVE NUMBER	ITEM NUMBER	Complete the following table:	
		Social Correspondence	Standard Correspondence
4.1	4.1.1.1		
	Basic Writing Guidance Publication		
	SSIC Required		
	Inside Address Required Saluation Required		
	Coast Guard Stationary Required		

(12) Course Post Test Correction Guide. This is a set of post test answers.

(a) Example

POST TEST CORRECTION GUIDE

TERMINAL OBJECTIVE NUMBER	ITEM NUMBER		
4.1	4.1.1.1		
		Social Correspondence	Standard CG Correspondence
	Basic Writing	M5216.4	
	Guidance Publication	Correspondence Manual	
	SSIC		
	Required	NO	YES
	Inside Address		
	Required	YES	NO
	Saluation		
	Required	YES	NO
	Coast Guard Stationary		
	Required	YES	YES

(13) Instructor Evaluation of the Student. This section describes how student success is evaluated, i.e. how student competency with the objectives is actually determined. In competency based mastery learning courses, competency is often demonstrated at acceptable levels of quality by completion of individual lesson related activities. Minimum competency with the objectives is indicated by the criteria set forth for each objective. These Criteria are included in the Behavioral Objectives sections of the lesson plans. They are listed under the subheading, criteria (see the sample lesson plan below). An alternate method is to include them as part of the objective itself (see Enabling Objectives 16.1.1 in the Writing Instructions sectionof this document).

Example:

INSTRUCTOR EVALUATION OF THE STUDENT

This course is competency based. Students able to demonstrate mastery (minimum competency level) of seventy percent of the course behavioral objectives will have successfully completed the course. The Standards of Minimum Competency are included within each of the lesson plans in the Instructor's Guide..

Sample grid sheets are included in the Record of Student Competencies section of this guide. Accounting for course completion is accomplished by placing a "P" in the box opposite a students name and under an objective once competence with it has been demonstrated.

There is a difference between competency and successful course completion. While a student may not have met the seventy percent mastery level required for successful course completion they indeed are able to demonstrate mastery of some behaviors.

STUDENT EVALUATION OF THE COURSE AND INSTRUCTOR

The student evaluation of the course and instructor serves two purposes. First it is a method by which instructors may evaluate their own performance. Instructors, however, are cautioned about how they use such data. The evaluations are in terms of student perceptions. Research suggests that many students prefer one teaching style over another, one personality over another, and so on. The validity of student responses, therefore, is sometimes questionable. The evaluation thus should not be used as sole impetus for change. Evaluation results are, on the other hand, extremely valuable. They identify areas in which instructors tend to be vague as well as other general trends.

The second purpose is to evaluate relevancy of course content, whether course objectives are being met etc. The Figure on the following pages is the form to be used in evaluating this course.

(14) Student Evaluation of the Course and Instructor. Students are given the opportunity to evaluate both the course and the instructor. The evaluation usually takes place at the end of the course. It usually occurs as part of the course critique. This section includes two items: (1) a sample of the course evaluation forms and; (2) other information both necessary and or useful in completing the evaluation. The actual form used is CG-5027, Active Duty Evaluation Form.

Example:

COURSE EVALUATION FORM

COURSE NO._____ TITLE:_____ DATE:_____

STRONGLY AGREE(SA),AGREE(A),UNDECIDED(U), DISAGREE(D),STRONGLY DISAGREE(SD)

SECTION I -- COURSE CONTENT (X WHERE APPROPRIATE)

	SA	A	U	D	SD
1. The learning objectives(goals) for each class were made known to the students. COMMENTS:					
2. The classes met their learning objectives (goals). COMMENTS:					
3. The objectives(goals) will be useful to me in future job assignments. COMMENTS:					
4. All requirements were made clear by the instructors. COMMENTS:					

5. The assignments helped me meet the objectives (goals) for each class. COMMENTS:

---

6. Students were made aware of any preparation needed for class. COMMENTS:

---

7. Time spent in class was valuable and instructive. COMMENTS:

---

8. Important concepts were clearly explained. COMMENTS:

---

9. Each class within the course was necessary and could not have been excluded from the outline. COMMENTS:

SECTION - 2 - INSTRUCTORS

	SA	A	U	D	SD

1. The instructors had a clear command of the subject matter. COMMENTS:

2. The instructors were enthusiastic about their subject matter. COMMENTS:

---

3. The instructors showed evidence of careful preparation for class sessions. COMMENTS:

---

4. The instructors showed genuine respect for the students. COMMENTS:

---

5. The instructors encouraged student participation. COMMENTS:

---

6. Students were encouraged to seek assistance from the instructors. COMMENTS:

---

7. The instructors encouraged viewpoints that differed from their own. COMMENTS:

8. Individual needs of the students were recognized by the instructors and assistance was provided in meeting those needs. COMMENTS:

---

9. The instructors conducted the class with appropriate dignity. COMMENTS:

SECTION - 3 - EVALUATION SA A U D SD

1. A requirements and assignments were relevant to the course. COMMENTS:

---

2. All assignments were clearly worded. COMMENTS:

---

3. Assignments were carefully and conscientiously marked and evaluated by the instructors. COMMENTS:

---

4. Assignments and test were returned within a reasonable length of time. COMMENTS:

SECTION - 4 - GENERAL

1. I have benefited from this course. COMMENTS:

2. I feel that I will be able to use the material covered in this course in my current assignments. COMMENTS:

GENERAL COMMENTS: Please include your comments regarding this evaluation form. Was it clear and easy to understand? Was it too long or did it fail to cover other important areas?

(15) Assignment of Class Standing. When courses are competency and activity based (competency is determined based upon success in completing activities at the criterion level), it is possible to have many students who excel or perform at high levels. Coast Guard administrators, however, require an assignment of class standing. This section outlines for both instructors and students how that assignment is to be made. A suggested method is to take the total number of course objectives (assuming they are all of equal importance), divide that number into 100 and then multiply the quotient by the number of objectives mastered by each student.

Example:

ASSIGNMENT OF CLASS STANDING

The following method used in the assignment of class standing, is based upon one hundred (100) points. The total number of course objectives listed in the Course Behavioral Objectives section of this guide is equivalent to 100 points. If, for example, there are fifty (50) behavorial objectives in the course, then each objective is worth two (02) points. A students score for class standing purposes only is determined by multiplying the total number of objectives with which the student has demonstrated mastery by the number of points allowed for each objective. The number of objectives mastered by a student is found in Record of Student Competencies section of the Instructor's Guide.

(16) Record of Student Competencies. The record is an accounting system consisting of an XY coordinate graph. The students' names may be listed on one axis and the objectives on the other. If the graph is divided into blocks, once an objective is mastered, a "P" may be placed in the respective box. A failure to master an objective is indicated by an empty box.

RECORD OF STUDENT COMPETENCIES

(PART 1)

UNIT/LESSON	1.0		2.0		3.0	
OBJECTIVE	1.1	1.2	2.1	3.1	3.2	3.3
NAME						
JONES	P		P	P		P
SMITH	P	P		P	P	P

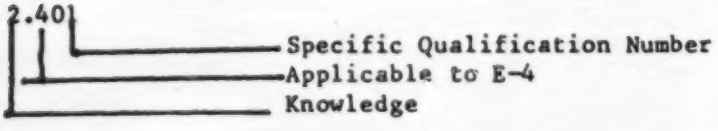
(17) List of Qualifications for Advancement Covered. This is a list of qualifications (if applicable to the course) covered during course conduct. They are taken from Commandant Instruction M1414.8, Enlisted Qualifications Manual and from CG-3303C, "Record of Practical Factors." This list is related to the course behavioral objectives.

Example:

LIST of QUALIFICATIONS
for
ADVANCEMENT

The Storekeeper Advanced course covers the following qualifications for advancement. They are listed in Chapter 2 of the Enlisted Qualifications Manual, Commandant Instruction M1414.8 (old CG-311) and on the Storekeeper Record of Practical Factors (CG-3303C). The mumbering schemes are the smae as those found either in Commandant Instruction M1414.8 or the earlier edition (old CG-311) or on CG-3303C.

The numbering system was designed to shouw the correlation between qualification and pay grade, and to standardize the entire numbering system for qualifications. The qualification number (practical factor and (2) a knowledge factor). The second digit indicates the pay grade to which the factor is applicable and; the final two numerals, the specific qualification. This sequence is illustrated below.



UNIT
4.0
A. Administration and Clerical Procedures

1.000 Practical Factors

.601 Use and maintain publications required in Finance and Supply duties: (Refer to each publication.)

a.	CG-225	Manual of Budgetary Administration
b.	COMDTINST M4000.4 (old CG-469-1)	Supply Policy and Management Handbook
c.	CG-469-8	Standard Systems Handbook.
d.	COMDTINST M4423.1 (old CG-469-9)	Provisioning Handbook.
e.	COMDTINST M4440.8 (old CG-469-14)	Inventory Management Handbook.
f.	CG-502	Ships Inventory Control Point SupplySystem Operating Manual

.602 Operate an office typewriter. Successfully complete a 5-minute typing test corrected to at least 40 words per minute.

.603 Train subordinates in the proper use of supply publications.

.604 Assign, supervise, and train personnel in the supply department. especially in the areas of: (Refer to CG-469 series).
a. Supply organization (System and structure).
b. Supply functions (Missions and responsibilities).

.701 Prepare instruction pertaining to the authorized use and functions of:
a. Office spaces.
b. Issue rooms.
c. Bulk storerooms.

.702 Compute the cubic dimensions and weights of material and equipment:
(Refer to NAVSUP-284).
a. Stored in available spaces.
b. To be stored in available spaces.
c. Prior to shipment.

.703 Lay out physical areas of offices, issue rooms, and storerooms.

2.000 Knowledge Factors

.701 State the organization of the Coast Guard Supply System in general, including: (Refer to CG-469 Series).
a. Chain of command
b. Supply centers.
c. Inventory control points.

.702 State the function of the MAJOR components of the Coast Guard Supply System: (Refer to CG-469 Series).

a. Inventory control points.
b. Supply centers.
c. District supply offices.
d. District requisition processing points.
e. Support centers

(18) List of Required Student References. This is a list of all references which students must use during the course. The list is a compilation of all references listed in the student references sections of the various lesson plans. The list does not include student handouts. Finally, the section is set up in the same manner as the General References Section.

(a) Example

LIST OF REQUIRED STUDENT REFERENCES

This is a list of publications to which students must refer during the conduct of the course.

Guard Publications

I. A. Numbered Documents

1. CG-392, Reserve Training Manual.
2. CG-432, General and Special Court Martial Guide.
3. CG-218, Catalog of Forms.
4. CG-296-1, Reserve Personnel Management Information System.
5. CG-199-2, Correspondence Manual for Small Units.
6. CG-229, Coast Guard Organization Manual.
7. CG-207-2, Medals and Awards Manual.
8. CG-416, Paperwork Management Manual.
9. CG-264, Comptroller Manual.
10. CG-442, Survivor Benefit Plan.

B. Commandants Instructions

1. M5215.6 (old CG-199-1), Coast Guard Directive System.
2. M5500.11 (old CG-444), Security Manual.
3. M5216.4 (old CG-199), Correspondence Manual.
4. M5440.2 (old CG-244), Operating Facilities of the U. S. Coast Guard.

5. Commandant Note 5605 (old CG-131), Standard Distribution List.

6. Commandant Note 5600 (old CG-236), Directives Publications and Reports Index.

7. M1000.6 (old CG-207), Personnel Manual.

8. M1001.26 (old CG-296), Coast Guard Reserve Administrative Manual.

9. Commandant Instructions (current) 1500 series.

10. M5810.1 (old CG-488), Military Justice Manual.

11. 5210.5A, Standard Subject Matter Identification Codes.

12. M4400.8 (old CG-469-7), Requisitioning Handbook (MILSTRIP/SURF).

13. M1550.9, Basic Leadership: Right Down the Line.

14. M1080.5A, Personnel Management Information System.

15. M1414.8 (old CG-311), Enlisted Qualifications Manual.

16. 5211.4, 5211.5, 12293.2, Instructions related to the Privacy Act.

II. Texts

A. U. S. Coast Guard Institute M01501, U. S. Coast Guard Institute Correspondence Course Manual.

B. Manual for Courts-Martial, United States, 1969.

C. GSA Supply Catalog, Office Products.

D. Hersey, P., and Blanchard, K. H., Management of Organizational

(19) List of Required Forms. Some courses require that students develop expertise completing certain types of forms, looking up information necessary to complete the forms and so on. Those forms are listed here by form number, title, and lesson.

) Example:

LIST OF REQUIRED FORMS

These are the forms required by students as they progress through the course. They are listed in the Materials sections of the lesson plans in which they are used as well as on this list. Generally speaking, each student will need at least two copies of each form; one to be used as a rough copy and one for finished typing.

NUMBER	TITLE	LESSON
CG-4499	Personnel Data Questionnaire	1
CG-3303C	Record of Practical Factors YN	1
CG-4910	Nonjudicial Punishment Report	9
DD Form 458	Charge Sheet	9
CG-4428	Request for Directives	10
CG-4940	SURF Requisition Log	11
FORM DOT F 4200.1.1	Procurement Request	11
CG-3312A	Personnel Action	14
CG-3307	Adminstrative Remarks	14
CG-5229	Statement of Intent	14
CG-3304	Court Memorandum	14
CG-4882	Personnel Actions Transmittal	14
CG-3883	U. S. Coast Guard Rapidraft Letter	16
CG-4882	Personnel Actions Transmittal	17
CG-4782	Enlisted Information Card	28
CG-2817	Identification Card, Coast Guard Recruit	28
CG-4986	Certificate of Enlistment	28
CG-2520	Application for Enlistment	28
CG-3301	Enlistment Contract	28
DD Form 369	Police Record Check	28
CG-3301A	Statement of Understanding	28
CG-4113	Record of Emergency Data	28

(20) List of Required Equipment. This is a simple list of all equipment used during the course by both students and instructor.

(a) Example

LIST OF REQUIRED EQUIPMENT

The equipment listed here is considered essential if the course is to be conducted in a manner consistent with intentions of the curriculum developer.

1. Chalkboard
2. Typewriter (one for each student)
3. Taperecorder (one for each student)

(21) List of Student Handouts. Student handouts are listed in this section by lesson and then handout number within lessons (eg. 14-1, 14-2, 14-3).

Example:

LIST OF STUDENT HANDOUTS

LESSON	HANDOUT NUMBER	TITLE
1.0	2-1	Course Pretest
2.0	4-1	Social and Personnel Correspondence
4.0	6-1	Overview of Benefits Available to Coast Guard Personnel
6.0	6-2	Benefits and Entitlements for Members of the Reserves
7.1	7-1	A List of Publications Containing Educational Information
10.0	10-1	Ordering Directions for Directives, Publications, Reports and Forms
11.0	11-1	Material Identification
11.0	11-2	Ordering Supplies from GSA
12.0	12-1	Leadership Models
12.0	12-2	Leadership Oriented Definitions
13.0	13-1	Management Overview
15.0	15-1	Teaching Learning Process
15.0	15-2	Taxonomies of the Cognative, Objective and Psychomotor Domains
15.0	15-3	Maslows Need Theory
15.0	15-4	The Most Common Weaknesses of Instructors and Hints for Effective Teaching
16.0	16-1	Sample Lesson Plan
16.0	16-2	Example Lesson Plan
17.0	17-1	Illustrative Behavioral Terms Used in Stating Learning Outcomes
18.0	18-1	Steps in Planning a Test
18.0	18-2	Writing Objective Test Items
19.0	19-1	Some Tips About Teaching Aids
20.0	20-1	Lesson Topics
20.0	21-1	Recording and Transcribing Performance Standards
21.0	21-2	Recording Material
22.0	22-1	Some Factors to Consider When Developing Training Programs
23.0	23-1	Recording Material 2
24.0	24-1	A Guide for Evaluation of Instruction
24.0	24-2	Self Evaluation Test for Instructors
25.0	25-1	Recording Material 3
26.0	26-1	References Exercise
27.0	27-1	Recording Material 4
27.0	27-2	Final Dictation and Transcription Performance Test
31.0	31-1	Student Evaluation of Course and Instructor

(22) List of Student Assignments. Student assignments are listed here by lesson.

LIST OF ASSIGNMENTS

This list includes all assignments students are required to do during their tenure in the Yeoman Advanced Course. They are listed by:

LESSON	TITLE
3.0	Classified Material
4.0	Social Correspondence
5.0	Officer Personnel Administration
6.0	Benefits
7.0	Officer Education Programs
8.0	Classified Correspondence
9.0	Special and General Court-Martials
10.0	Forms and Directives Management
11.0	Supplies and Equipment Procurement
12.0	Basic Leadership
13.0	Office Management
14.0	Personnel Management Information System
16.0	Drafting Lesson Plans
17.0	Behavioral Objectives
18.0	Test Methods and Practices
19.0	Teaching Aids
20.0	Lesson Planning
22.0	Clerical Training Programs
26.0	Review of Basic Subjects
28.0	Practical Exercises

(23) How to Use the Instructor's Guide. This section contains a detailed description of how the guide is to be used.

Example:

HOW TO USE THE INSTRUCTOR'S GUIDE

The Yeoman Advanced Course Instructor's Guide is one of a four part competency based learning system. The other parts of the system include the Student's Guide for the Yeoman Advanced Course, the Instructor's Guide for the Yeoman Basic Course and Student's Guide for the Yeoman Basic Course. The four have been integrated into a complete system.

The system functions as follows. First, it is sequential. Although successful completion of the Yeoman Basic Course is not a prerequisite for enrollment in the Yeoman Advanced Course, it is assumed that students entering behaviors reflect minimum competency with the behavioral objectives covered in the Basic course. The Yeoman Advanced Instructor's Guide is not only integrated with the anticedent Yeoman Basic Course but also with the Yeoman Advanced Student's Guide. They must be used together. Additional discussion regarding integration is provided below with the description of how to use this Guide.

REFERENCES.

This section includes a simple listing of all references from which the course was developed. It is a compilation of all references listed in the REFERENCES sections of the individual lesson plans with one exception. Student handouts are not listed here. The are listed in the LIST OF STUDENT HANDOUTS section.

COURSE BEHAVIORAL OBJECTIVES.

The objectives with which students are expected to demonstrate facility as a result of taking the course. They are listed by lesson and then by sequence within a lesson (in cases where there is more than one objective). These are also the objectives around which the PRETEST and POST TEST were developed. The pretest and post test items are numbered the same as the objectives. This allows rapid pretest evaluation.

INSTRUCTOR BACKGROUND - LESSON PLANS AND HANDOUTS.

This section includes the course lesson plans. Each lesson plan has a companion Instructor Background section and lesson Student Handouts. The lesson plans are included in the sequence the lessons are presented to students. Instructor background is included with each lesson plan as a brief refresher for Instructor's Guide users. Student handouts are provided following each lesson plan as a ready reference for instructors. The handouts are also included in the Student's Guide. When referring to a particular handout, instructors should direct students to the relevant Student Guide.

OTHER GENERAL INSTRUCTIONS.

1. Sections of the guide not specifically mentioned above are provided as guides or models for instructors.

2. Verticle integration of the course occurs in two ways; (a) students enrolled in this course are assigned to have facility with the basic course and; (b) basic subjects are presented in the review of basic subjects, lesson 26. Instructors may wish to consult the Yeoman Basic Instructor's Guide prior to presenting this lesson.

(24) Lessons. The guide includes all lesson plans to be used with the course. A section titled, "Instructor Background" is included with each lesson plan. This section is included to provide instructors with an overview of the lesson material, a review of subject presented in the lesson or both. In most cases it is a quick refresher, not intended to provide indepth coverage of a subject. Instructors must return to the literature for indepth treatments. Student handouts used as part of a lesson are included with the lesson plan (as are lesson assignment sheets and instructor correction guides). Student handouts and assignments are also included in the course Student's Guide.

(a) Lesson Related Instructor Background.

Example:

INSTRUCTOR BACKGROUND
Lesson 1.0
COURSE INTRODUCTION

The first classroom hour of the course is devoted to introducing students to the school as well as the course. During this time, school hours, library hours, parking regulations and the like are discussed.

Students are also introduced to several additional aspects of the course. They are:

1. Handling of CG-3303C, Record of Practical Factors.
2. Class Schedules.
3. Instructor Evaluation of Students.
4. Assignment of Class Standing.
5. Student Evaluation of the course and Instructor.
6. Course Assignments.
7. How to Use the Course Student Guide.

(b) Lesson Plans

Example:

TITLE: Every lesson plan begins with a definite title. The title reflects the subject covered in the lesson.

LESSON OR UNIT NUMBER: This number is the position of the lesson or unit within a series of lessons or units (there may be several lessons in a unit).

DATE PREPARED: This is the date when a lecture, lesson or training session was prepared.

TIME: This is the time required for successful conduct of the lesson, (e.g. 50 minutes, 100 minutes etc.).

BEHAVIORAL OBJECTIVES: Objectives are a series of statements reflecting the behaviors (or performances) students should be able to demonstrate as a result of attending a lecture, lesson or training session and/or completing its associated activities. These objectives are the terminal and enabling objectives listed in the curriculum outline. Their numbers are the same as they are in the curriculum outline and they are listed here in the order they are presented in the lesson.

I. CONDITIONS: These are the conditions under which students should be able to demonstrate competency with the stated objectives of a lesson. If, for example, as a result of participation in a training session, students should be able to demonstrate an ability to do pushups, the condition might be that the pushups be done without the use of mechanical aids. As a result of participation then, students should be able to do pushups without the use of mechanical aids.

II. CRITERIA: A criterion is a standard of success. It identifies the minimum level of performance students must demonstrate before they are considered competent (or have mastered) with a specific objective (for example 80% of 30 pushups).

REFERENCES: This section includes all references (both student and instructor) necessary for successful completion of a lesson.

I. INSTRUCTOR: These are references used by instructors as they develop a lesson. They should include specific text sections and pages. This listing allows instructors to return readily to source material even though they may wish not to use the source material directly in class.

II. STUDENT: These are references required by students for successful completion of the lesson and its associated activities. Normally one copy of each reference listed in this section is required for each student in the class.

MATERIALS/EQUIPMENT: All materials required for successful presentation of a lesson should be listed here.

I. INSTRUCTOR: All materials required by an instructor are listed here. The list includes such items as chalk, chalkboard, overhead projectors, list of overheads, film titles and so on.

II. STUDENT: All materials required by students are listed here. Class handouts, paper, other clerical supplies, forms and the like are included in this list.

INTRODUCTION: The introduction to a lesson is used by instructors to provide students with an overview (advanced organization) of the lesson, the rationale for pursuing the subject at hand and the behaviors (taken from the objectives section) students should be able to demonstrate as a result of participation.

PRESENTATION: This is a step-by-step outline of a lecture, activity or training session as the session is presented to students. It should follow the order in which the behavioral objectives are listed above and serve as a guideline for instructors.

APPLICATION: Here, instructors list ways in which students apply, to real world situations, expertise gained from the session. This section can be used as an extention of the PRESENTATION session in the sense that additional assignments may be listed here.

SUMMARY: A brief summarization of the lesson is provided here. This is a look back over the entire lesson. It is related to the INTRODUCTION and PROCEDURES sections.

EVALUATION: Here, instructors list methods by which students will be evaluated to determine whether, in fact,. they have attained the minimum competency levels set forth in the BEHAVIORAL OBJECTIVES section of the lesson plan.

HOMEWORK: Activities the instructor wishes students to conduct after class are listed here.

(c) Student Handout

Example:

LESSON NUMBER 7.0
INTRODUCTION TO OFFICER EDUCATION PROGRAMS
STUDENT HANDOUT 7-1

A List of Publications Containing Educational Information.

1. Commandant Instruction 5210.5A, Standard Subject Identification Codes.
2. Commandant Instructions 1500 series.
3. Commandant Note 5600, Directives, Publications and Reports Index.
4. Commandant Instruction M1000.6 (old CG-207), Personnel Manual.
5. Commandant Instruction M1001.26, Coast Guard Reserve Administrative Manual.
6. CG-392, Reserve Training Manual.
7. U. S. Coast Guard Institute M01501, U. S. Coast Guard Institute Correspondence Course Manual.

(d) Student Assignment Sheet

Example:

Assignment 3.0 (Lesson 3.0) Sheet
Classified Material

REFERENCES.

You may consult the following references as you search for answers to the questions listed below:

1. Commandant Note 5600, Directives, Publications and Reports Index.
2. Commandant Instruction M5215.6, Coast Guard Directive System.
3. Commandant Instruction M5500.11, Security Manual.

EVALUATION.

In order to meet the minimum competence level for this lesson, all questions must be answered correctly.

DIRECTIONS.

Answer each of the following questions in the spaces provided.

1. List the security classifications that may be used on documents.
2. Where would you look to find information about intelligence and security training.
3. Name the security classifications which may be used when classifying material.
4. Your command has just received a document marked Top Secret and the command does not have a Class A vault.
   A. Describe an acceptable method of stowage for this document.
   B. An acute need arises at another Coast Guard command for a small amount of information in the document. What action can you take?
   C. Although the document is stowed it may still be subject to compromise. What actions should you take to ensure the document is secure?
   D. If it becomes necessary to destroy the document, how might this be accomplished?
   E. What additional steps must you take following destruction of the publication?
   F. The document in question was classified on June 1, 1961, is a Coast Guard originated document and does not have an automatic declassification date. Establish a date upon the document will no longer be classified.
5. Outline the steps which must be taken when Top Secret material (mailable) is packed and addressed for shipment outside an activity.
6. Suppose you are drafting an instruction parts of which are classified. Indicate how you would mark the following in the instruction.
   A. The publication number (classification secret).
   B. The subject (classification secret).
   C. Reference (a) unclassified.
   D. Paragraph 1 confidential.

(e) Assignment Correction Guide.

Example:

Assignment 3.0
Instructor Correction Guide

1. Secret, Confidential, Unclassified (Source M5215.6 paragraph 2-D-3).

2. Sources, first Commandant Note 5600, second Commandant Instruction 3870.1, third CG-444-1, (Security Education Manual, paragraph 3-A-1(b).

3. Top Secret, secret,, confidential (source M5500.11 paragraph 5-B-1).

4. A. Section 12-A-3 of M5500.11 refers reader to 12-A-2b. Materials may be stored in:

(1) GSA approved containers or

(2) Areas where the physical security controls postively preclude unauthorized access.

B. The information may be transmitted in the following ways:

(1) Armed Forces Courier

(2) In a State Department pouch

(3) By specifically approved telecommunications means (source M5500.11 paragraph 13-A-2).

C. (1) Custodians shall ensure that security containers are locked whenever they are not in use or under direct supervision of an authorized person.

(2) When removed from storage, documents should be under constant surveillance.

(3) Closed-Open signs should be used on all containers.

(4) Security Container Check Sheets (CG-4781) should be used on all containers.

(5) Others, see M5500.11, paragraphs 12-B-1 through 12-B-6. Also see Chapter 10 of this publication.

D. Classified material is destroyed by any method which prevents later recognition or reconstruction of classified information, (Source 14-A-2(a) M5500.11).

E. A certificate of destruction must be prepared in accordance with paragraph 14-A-3(c) of M5500.11.

F. In accordance with paragraph 6-B-3, M5500.11, the document will be declassified automatically on 31 May 1981.

5. In accordance with paragraph 13-B-1 of M5500.11 documents must be:

A. Packed in opaque inner and outer sealed evelopes, wrappings or cartons.

B. Classified text shall not be in direct contact with inner cover of packaging material.

C. Inner cover of package is marked to indicate the highest classisfication of the material.

D. No classification markings on the outer cover.

E. Markings on inner cover cannot show through the outer cover.

F. Inner and outer covers are addressed to a government activity, not an individual.

2. Student's

a. Introduction. The Student's Guide includes a series of instruction sheets which collectively provide students with supplementary materials (in addition to manuals and text books) needed for successful completion of a particular course. Prepared in conjunction with the course Instructor's Guide the Student's Guide includes instruction sheets which list reading and other assignments such as homework, problem analysis exercises, diagram sheets and other special units of additional or amplifying information. The Student's Guide is assembled in one binder. All of the material in the Student's Guide is also in the Instructor's Guide, but all of the information in the Instructor's Guide is not in the Student's Guide.

b. Sections.

(1) Title Page. This page is set up in the same format as the title page of the Instructor's Guide. The only difference between this page and the same page of the Instructor's Guide is the title.

(2) Table of Contents. The Table of Contents follows the title page. It lists, by page number, all of the major divisions within the guide.

(3) Forward. This section is identical to the Forward section in the Instructor's Guide.

(4) Course Scope. This section is identical to the course scope section in the Instructor's Guide. It provides students with an idea of sequence in which course subjects will be presented and the amount of time they will spend on each subject.

(5) Class Schedule. The schedule is the same as the one included in the Instructor's Guide.

(6) Course Behavior Objectives. These are the same objectives as are listed in the Instructor's Guide. They inform students of the areas in which they are expected to demonstrate competence upon completion of the course.

(7) Instructor Evaluation of the Student. The information here is the same as that in the companion section of the Instructor's Guide. It identifies, for students, exactly how their performance in a course will be evaluated.

(8) Student Evaluation of the Course and Instructor. This section is the same as its companion in the Instructor's Guide.

(9) Assignment of Class Standing. Information in this section is intended to describe the metho- by which students' class standings will be determined.

(10) List of Qualifications Covered. The information in this section outlines those items from Commandant Instruction M1414.8 (old CG-311), Enlisted Qualifications Manual and CG-3303C "Record of Practical Factors" which are covered by the course.

(11) List of Required Student References. This is a list of all references students must use in order to complete the course as intended by the curriculum developer.

(12) How to Use the Student Guide. This is a detailed set of instructions indicating exactly how students are to use the guide, how it is integrated with the Instructor's Guide and so on.

HOW TO USE THE STUDENTS GUIDE

The Student's Guide is one of two major documents which accompany this course. It, like its companion, the Instructor's Guide was designed to guide users through the course. The guide provides students with information identifying how they will be evaluated and subsequently graded, how they in turn will evaluate the course and instructor and other course related information.

The guide is intended to provide students with the supplementary material (in addition to text books and other technical manuals) needed for successful completion of the Yeoman Advanced Course.

The guide includes instruction sheets reflecting reading assignments, homework study questions, problem analysis exercises, diagram sheets and other amplifying information essential to raising students' levels of expertise to a point where they can demonstrate minimum competency (as defined in the course instructor's guide) with course topics.

The guide does not include a duplication of existing documents and manuals but was designed for use in conjunction with them.

In addition, the guide provides a list of advancement factors covered during course conduct. Students who master all of the course behavioral objectives will have successfully demonstrated proficiency (advancement related) in areas listed.

All of the information contained in the Student's Guide is also contained in the Instructor's Guide. The converse, however, is not true.

(13) Lesson Assignments and Handouts. This section includes, by lesson number, all of the assignments and student handouts relevant to course content.

III. WRITING INSTRUCTIONS

A. Format. The format for both Instructor's and Student's Guides are the same as that shown in the Table of Contents of this document, beginning in each case with the title page. Sections are sequenced as shown there. Each section begins with the title in capital letters and generally speaking, each section begins on a new page.

B. Type Spacing. Type should, wherever possible, be single spaced in the Student Guide. Except the lesson plans and Record of Student Competencies, the Instructor's Guide should be double spaced. With regard to lesson plans, verbage written in the various sections should be single spaced while two spaces are left between sections. See the example provided below.

1. Example.

INTRODUCTION: _____

Single spaced verbage Included here.

Double space and then start next section.

PROCEDURE: _____

C. Lettering and Numbering. Pages are numbered sequentially from 1 beginning with the Forward. The Table of Contents is numbered with small Roman numerals. Page numbers are placed in the upper right corner of each page. Lettering and numbering within sections should follow the outline format shown below (with the exceptions described below):

I.

A.

1.

a.

(1)

(a)

i

Section titles of the two guides need not be numbered.

1. Numbering In The Curriculum Outline. Numbering in the Curriculum Outline starts with whole numbers. Whole numbers are reserved for use as unit or lesson numbers. Each successive unit number is one greater than the last and the number order follows the sequence in which the units or lessons are presented later in the Instructor's Guide, Student's Guide and subsequently in the course. Unit 1.0 then is the first unit of instruction, Unit 2.0 the second and so on.

Terminal objectives take on the unit number as follows. Terminal objective one in Unit 1.0 is numbered 1.1. The objectives are listed sequentually in the order they will be presented later. Objective 1.2 is the second of two terminal objectives to be considered in Unit 1.0. In addition, objective 1.2 is the second to be considered in the instructional sequence of Unit 1.0.

Enabling objectives are numbered as subsets of their respective terminal objectives. If terminal objective 1.2 has five enabling objectives, they are numbered 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5.

An example of this numbering scheme is provided below.

a. Example: The example with some modification was drawn from the Instructor Training course offered at U. S. Coast Guard Training Center, Governors Island, New York.

UNIT 16.0 Learning Problems Terminal Performance Skill and Knowledge Objectives: As a result of completing this unit of instruction and its associated activities, students should be able to:

16.1 IMPLEMENT instructional techniques and methodologies which take into account learning problems encountered in the educational environment. The techniques and methodologies should be those outlined in; (1) Biehler, Psychology Applied to Teaching (2nd ed.); (2) Broadwell, The Supervisor and on the Job Training; (3) Gray, The Teachers Survival Guide, Effective Training; A Guide For Instructors; (4) Instructor Training (NAVPERS 92050); Manual for Navy Instructors (NAVPERS 16103-C).

Enabling Objectives:

16.1.1 DESCRIBE a number of common learning problems. Problem symptoms and possible causes should be included in the description. At a minimum, the description should be in accordance with references 1 and 2 above and Broadwell, The Supervisor as an Instructor.

16.1.2 List learning problems which may exist as a result of student's individual differences. The list should reflect those included in; (1) Gray, The Teacher's Survival Guide, ICS and; (2) Otto and Glasser, The Management of Training.

16.1.3 DESCRIBE learning problems which arise from factors other than student's individual differences. The description should include those differences cited in; (1) Otto and Glasser, Management of training; (2) Instructor Training (NAVPERS 92050) and; (3) Manual for Navy Instructors (NAVPERS 16103-C).

16.1.4 DESCRIBE teaching methods and techniques which compensate for and attempt to alleviate learning difficulties. The description should reflect the writings of; (1) Biehler, Psychology Applied to Teaching and; (2) Broadwell, The Supervisor and On The Job Training.

16.1.5 DEVELOP (from a curriculum outline) a strategy which modifies instruction to compensate for both slow and fast learners. The scheme should reflect the strategy set forth in Biehler, Psychology Applied to Teaching

16.1.6 EXPLAIN how improvement of study habits can help to minimize the learning problems cited in (1) NAVPERS 16103-C, Manual for Navy Instructors and; (2) Boyle, How to Study.

16.1.7 DESCRIBE three classroom activities a student should use to improve his or her learining ability. The description should reflect those activities outlined in The Manual for Navy Instructors (NAVPERS 16103-C).

As a final comment, notice that the enabling objectives listed here include entries which are included later in the Conditions subsection of the Behavioral Objectives section in the lesson plan (see the Sample Lesson Plan above).

2. Numbering in the Instructor's and Student's Guides

a. Instructor's Guide. The numbering sequence used for unit or lesson numbers and objective numbers in the Curriculum Guide is used identically in several places in the Instructor's Guide; (1) Pretest; (2) Post-Test; (3)Course Beharioral Objectives; (4) Record of Student Competencies; (5) List of Student Handouts; (6) List of Student Handouts; (7) Lesson Plans.

(1) Pretest. Pretest items carry subset numbers of the enabling objective numbers they are intended to measure. If more than one pretest item deals with the same objective, the numbering is sequential (see the example provided below).

(a) Example. Suppose two questions have been included in the pretest to measure student competence with enabling objective 16.1.1. The first item is numbered 16.1.1.1 and the second 16.1.1.2

(2) Post test. The numbering of post test items is identical to that of pretest items.

(3) Course Behavioral Objectives. Numbering in this section of the guide is identical to the numbering sequence for the objectives as they appear in the Curriculum Outline.

(4) Record of Student Competencies. Enabling Objective numbers are used here as part of the course competence accounting system (see section 14 of the Instructor's Guide above).

(5) List of Student Handouts. The handouts are numbered to reflect first the unit to which they belong and then based on the number of handouts associated with the unit. If unit 16 has two student handouts they are numbered student Handout 16-1 and Student Handout 16-2. Dashes are used to avoid confusion with the objective numbers.

(6) List of Student Assignments. Assignments are numbered such that they reflect the Units or Lessons to which they belong. The assignment for Unit 5 is numbered Assignment 5.0

(7) Lesson Plan. Numbering within the various sections of the lesson plans is consistant with discussion provided for sections of the Instructor's Guide

b. Student's Guide. Numbering within the Student's Guide is identical to that used in the Instructor's Guide.

REFERENCES

Chief, Naval Education and Training Interservice Procedures for Instructional Systems Development (NAVEDTRA 106A). Naval Air Station, Pensacola, Florida, Chief of Naval Education and Training, 1975.

Chief, Naval Educational and Training Instructional Systems Development (NAVEDTRA 110). Naval Air Station, Pensacola, Florida: Chief of Naval Education and Training, 1978.

GLOSSARY

1. Behavioral Objective - Describes precisely what is to be learned in terms of the expected student performance under specified conditions to accepted standards. These objectives identify the mental skills, information, attitudes, or physical skills that are performed if students must be competent with the terminal performance skill and knowledge objectives of a lesson.

2. Conditions - The description of the aids or tools that are provided to the individual for executing the required performance, and/or the constraints and prohibitions.

3. Criteria - The stated or implied measureable standard of performance.

4. Criterion - referenced test - A test which compares or rreferences the individual's score to a standard of achievement.

5. Curriculum - The total package of instructional matrials pertaining to one specific course. Components are: (a) Curriculum Outline, (b) Lesson Plan, (c) Supporting Materials.

6. Curriculum Outline - The key element of the curriculum, used as a communication document among the three elements of the development/review system. Components are: (a) Review and Approval Sheet, (b) Table of Contents, (c) Course Mission, Scope and Terminal Performance Skill and Knowledge Objectives, (d) Time Summary Sheet, (e) Enabling Objectives and (f) Appendices.

7. Enabling Objectives - An objective, derived from a Terminal Performance Skill and Knowledge Objective, which describes in measurable terms, a learning step that will take place in the training.

8. Job Task Analysis - Occupational analysis of job incumbent responses to task inventories. JTA provides real-world descriptions of jobs, which can be used to develop qualification requirements and, ultimately, training assignment and advancement policy.

9. Lesson Plan - A description of how the instruction for each classroom or lab period ils to be conducted.

10. Practical Factor - A description of a task, its condition, and the standard of performance for that task as it occurs on the job.

11. Scope - The establishment of a limit within which the training will take place, and the extent of the training. Also includes a statement of specically who is to be trained including prerequisites or elegibility requirements, and any special environment or condition the training is designed to take place.

12. Terminal Performance Skill and Knowledge Objective - A description of specific skill and/o knowledge along with its conditions and standard of performance as it occurs in a classroom environment or a correspondence course.

13. Training Aid - Non-installed material used as an instructional tool.

14. Training Equipment - Installed or non-installed machinery or material used as objects of instruction.

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